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ABSTRACT

The Illinois Junior College Board's role, standards, and guidelines, and those of the Illinois public junior colleges are outlined in three parts. The first (Philosophy, Roles, Relationships) deals with the role of the state board and its relationships to local boards and other state boards. The state board provides leadership in various activities relating to the development of the state system of junior colleges. The second (Standards and Criteria) discusses the legal basis for evaluation, administration, curriculum, instructicn, and student personnel services. The third (State Board Policies, Procedures, and Guidelines) considers policies relating to programs, reimbursement and recognition, and facilities development. (CA)

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STANDARDS AND CRITERIA FOR THE EVALUATION AND RECOGNITION OF ILLINOIS PUBLIC JUNIOR COLLEGES AND OTHER GUIDELINES, POLICIES AND PROCEDURES APPROVED BY THE ILLINOIS JUNIOR COLLEGE BOARD

REVISED, 1970

101-2. Definitions

(g) "Comprehensive junior college program": A program offered by a junior college which includes (1) courses in liberal arts and sciences and general education; (2) adult education courses; and (3) courses in occupational, semi-technical or technical fields leading directly to employment. At least 15% of all courses taught must be in fields leading directly to employment, one-half of which courses to be in fields other than business education.

JC 710 071

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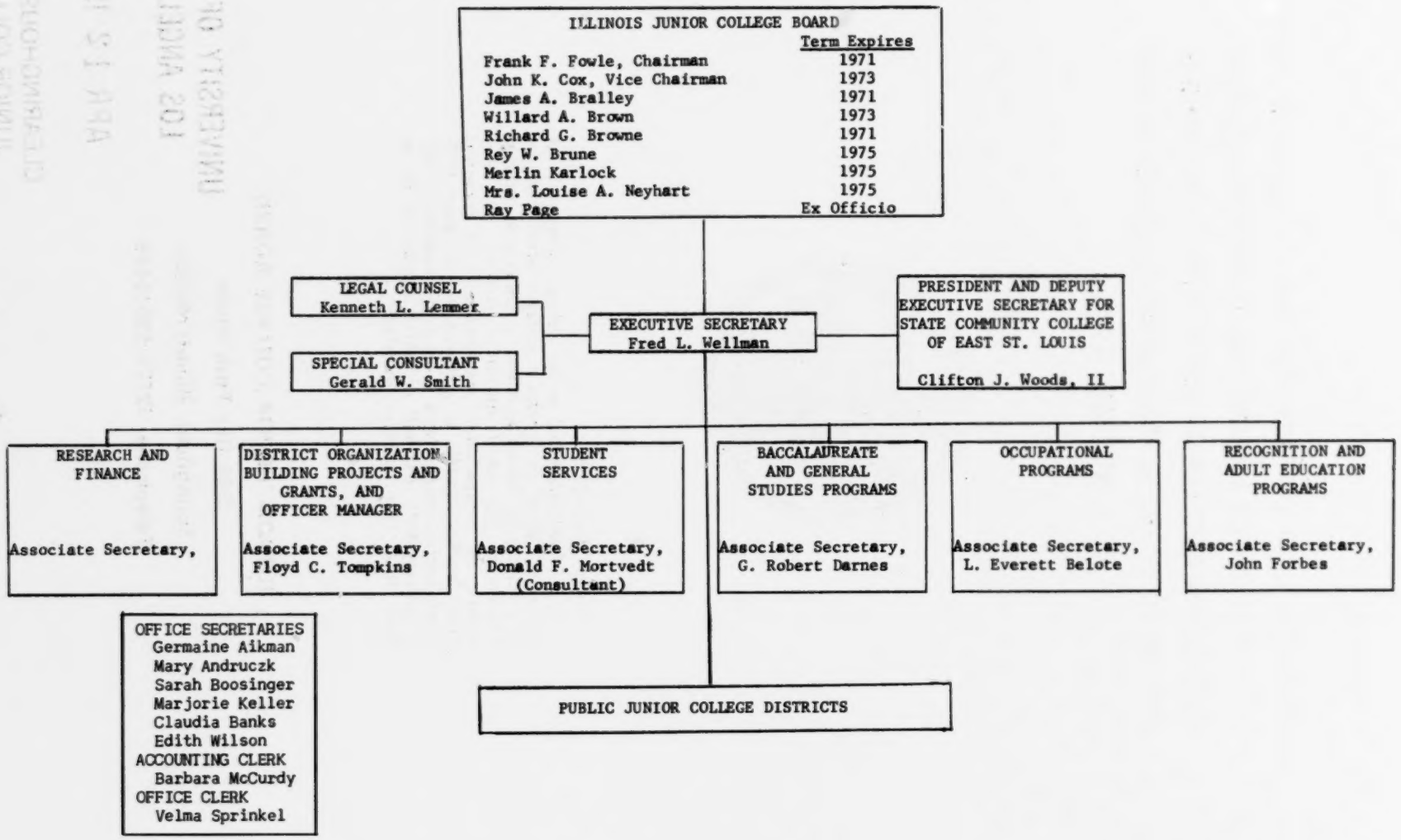

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PART 1

PHILOSOPHY, ROLES AND RELATIONSHIPS

CHAPTER 1

THE ROLE OF THE STATE BOARD

PHILOSOPHY

The Illinois Junior College Board is dedicated to the philosophy and concept of the public junior college as set forth in the *Master Plan for Higher Education in Illinois* in 1964 and the Public Junior College Act of 1965. The State Board supports the integrity of the two-year junior college as a basic component of higher education bearing responsibility for broad-scale post-high school occupational education, and articulated with a strong system of comprehensive high schools and a network of comprehensive upper division colleges and universities. It accepts the challenge to provide the necessary leadership in the State of Illinois for the potential of the junior college to be realized.

LEADERSHIP-COORDINATION

The State Board and its staff perform essentially a coordinating role and provide leadership in the various activities relating to the development of a state system of junior colleges.

In fulfilling the role of leadership-coordination, the Board and staff engage in a variety of activities as described below:

Standards and criteria are developed which will encourage colleges to maintain excellent educational programs.

Data and statistical evidence are gathered and published which assist colleges in evaluating their administrative practices and curricular programs.

Consultative services are developed among staff and other resource persons to provide assistance in all areas of college operation including physical plant, business services, administration, curriculum and student personnel.

Cooperative relationships (consortia) between junior colleges are encouraged in order to provide educational and/or operational services impractical for individual colleges.

Conferences, workshops and institutes are organized to provide in-service training for administrators, faculty and board members.

Conferences are initiated with university personnel to encourage the development of curricula for pre-service training of junior college professional personnel, particularly in areas related to occupational programs.

Special task forces are organized to assist in the study of current problems and planning of future junior college development in Illinois.

Formal visitation programs are administered by the State Board with the use of special consultants, providing an evaluation of programs and practices of individual institutions along with recommendations for further development or change.

Articulation conferences are organized with the purpose of developing ease of transfer of students from junior to senior colleges.

The State Board and its staff serve as a liaison agency between junior colleges and the other State boards and agencies in matters relating to education in general and higher education specifically.

Members of the State Board and its staff serve as members of a large variety of coordinating and advisory boards, councils and committees relating to higher education and junior colleges.

The State Board and its staff maintain close relations with the Illinois Association of Community and Junior Colleges and its member divisions and with all other associations with which public junior colleges of Illinois have voluntary relations.

The staff of the State Board meets regularly with the Council of Presidents, an organization of public junior college presidents, and other interested and responsible groups to promote and maintain effective communication and discussion.

Continual coordinated efforts between the staff and the North Central Association of Colleges and Secondary Schools are mutually supportive, although the statutory mandate on evaluation in Section 102-15 of the Public Junior College Act seems to require independent annual evaluations.

CHAPTER II

STATE BOARD RELATIONSHIPS

RELATIONSHIPS WITH LOCAL BOARDS AND ADMINISTRATORS

Responsibility for the administration and operation of junior college districts is vested in the district junior college board and its staff. Governance of the college is a duty and power of the elected board of the district. The board is charged with the responsibility for the operation of the college, the employment of staff, the selection of site, approval of program, determination of contractual status of all staff, and all other governing and policy-making matters necessary to the functioning of the college and in accordance with the provisions of the Public Junior College Act, the Board of Higher Education Act and other applicable laws. Administration and teaching is vested in staff employed by the district board. Staff operations are guided by the provisions of the Public Junior College Act, the Board of Higher Education Act, other applicable laws and the rules and regulations of the board.[1]

Initiative at the local level is basic to the operation of the Illinois junior college system. New districts are proposed by local petition. Districts are created by local referendum. Governing boards are elected by the citizens within a district. All staff are employed by the board. Sites are searched out and selected by the board. Proposed programs are initiated within the district. Budgets are prepared, approved and adopted within the district. Buildings are planned by the district. Scope of curriculum, quality of teaching and the character of a college are determined by the strength of the district board, its staff and the will of the citizens.

Junior college boards and their staffs perform their duties with a considerable amount of autonomy. Autonomy within a junior college district, however, like autonomy within any other state institution of higher education, is limited because the institution is a part of a coordinated state system. The administration of the college and exercise of various functions are subject to guidance, regulation and control by other responsible agencies, primarily the Illinois Junior College Board and the Board of Higher Education.

Sites are selected by the districts, but their purchase is subject to approval by the Illinois Junior College Board. New programs are initiated and proposed by the institution but are subject to approval by the Illinois Junior College Board and the Board of Higher Education. Campus development and building projects are planned and developed at the district level but are subject to the approval of the Illinois Junior College Board

[1] In instances in which the Illinois General Assembly has designated the Illinois Junior College Board as the governing body the local board is advisory in all the areas of governance mentioned above.

and the Board of Higher Education. The administration of the college must be conducted in accordance with the statutes and with standards and criteria established by the Illinois Junior College Board and the Board of Higher Education.

RELATIONSHIPS WITH STATE LEVEL BOARDS

The structure of Illinois higher education has been quite aptly termed a system of systems. Five boards operate or coordinate the various systems. These are the University of Illinois Board of Trustees, the Board of Trustees of Southern Illinois University, the Board of Regents, the Board of Governors, and the Illinois Junior College Board. Collectively, the Board of Higher Education, the other five state boards, and the junior college district boards constitute a planned, unified and coordinated system responsible for the operation of public higher education for the State of Illinois.

The Board of Higher Education is a top level study, evaluation, supervising, coordinating and, to a limited extent, controlling agency for all higher education. The Board of Higher Education has specific responsibility for developing Master Plans for Higher Education in Illinois, approving and periodically reviewing programs of instruction, research and public service, and receiving budget requests for both operations and capital projects of public colleges and universities for each biennium. These budget requests are submitted to the Governor, the General Assembly and to the appropriate budget agencies along with the Board's analysis and recommendations. It is necessary for the Illinois Junior College Board staff to work closely with the staff of the Board of Higher Education in program approval and development, planning for future development of the junior college system, and in the development of budget requests for state support of the junior college system.

Campus development and building projects of the public junior colleges require a close working relationship between the State Board and the Illinois Building Authority. Building projects are approved by the Illinois Junior College Board and the Board of Higher Education through procedures described in Chapter VIII of this publication. After approval of a project the Illinois Building Authority has the responsibility of financing the state share of the project and supervising construction. The Illinois Building Authority builds what the Illinois Junior College Board and the Board of Higher Education approve and certify for construction. The staffs of the agencies involved work closely together and with the individual institutions to insure complete understanding of matters related to the project.

Relationships with other state agencies are not formalized by legislation. The state agency with primary responsibility for coordination of occupational education is the State of Illinois Board of Vocational Education and Rehabilitation. Federal amendments to the Vocational Education Act in 1968 resulted in the need for a new State Plan for vocational education which was developed in 1969. The staff of the State Board and junior college administrators were directly involved in the development of the new Plan.

Approval of new programs in occupational education in junior colleges is required of the State Board and the Board of Higher Education. However, in all aspects of the process the proper staff persons of the Board of Vocational Education are kept informed of the progress of the application. Activities of the three Boards in approving programs are coordinated with the initiative for coordination coming from the Illinois Junior College Board staff.

Often, program approval requires the support of other state agencies. For example, many health-related programs must have the approval of the State Department of Registration and Education. The staff of the State Board in such instances assists by providing information, coordinating timetables and serving as an intermediary when necessary.

RELATIONSHIPS WITH OTHER AGENCIES

The State Board and its staff fully cooperates with the Illinois Association of Community and Junior Colleges. The staff of the two groups plan cooperatively the Statewide Conference of Illinois Junior Colleges held annually. The organizations are mutually supportive in legislative activity and in other programs relating to the state junior college system.

The State Board maintains regular communications with the North Central Association of Colleges and Secondary Schools. Staff level cooperation between the two agencies has been developed and will continue.

The State Board maintains active liaison with the American Association of Junior Colleges. The members of the Board and the staff receive materials published by the Association and attend regional and national meetings of the Association. The State Board responds to requests for information and help in Association projects. The staff participates actively in the National Council of State Directors of Public Junior Colleges. Through this organization developments in the junior college systems of other states become known.

In addition, staff members maintain active membership in a number of professional organizations relating to junior colleges and higher education in general. Members of the staff with special responsibility hold membership in both state and national organizations related to the specialty.

PART II

STANDARDS AND CRITERIA

CHAPTER III

LEGAL BASIS FOR EVALUATION

These *Standards and Criteria for the Evaluation and Recognition of Illinois Public Junior Colleges* are published by the Illinois Junior College Board in order that the public junior colleges in Illinois shall know by what criteria they are to be judged and by what standards they are to be evaluated in order to receive official recognition. All colleges are expected to meet the standards as published in this document. However, failure of a college to implement effectively any one of the listed criteria will not necessarily result in action by the State Board.

The following general statements are basic:

1. It should be observed, that unless otherwise stated, the standards and criteria contained herein are minimal.

2. The State Board recognizes that the future promises innovations in education which are now only dimly perceived. These innovations will affect greatly all phases of junior college operation. It follows, therefore, that nothing in this document is intended to discourage creativity, adaptability and change.

3. In the evaluative process, the basic questions shall always be: (1) Is the philosophy of the college consistent with that stipulated in the Public Junior College Act? (2) Are the objectives of the college consistent with its stated philosophy? (3) Are the stated objectives of the college being realized?

Authority to set standards and criteria is given in Section 102-15 of the Illinois Public Junior College Act approved July 15, 1965, as amended. Excerpts from the Act which are pertinent tc the powers, duties and responsibilities of the Illinois Junior College Board follow:

"Be it enacted by the People of the State of Illinois, represented in the General Assembly:"

ARTICLE I

"Sec. 1-1 This Act shall be known and shall be cited as the Public Junior College Act."

"Sec. 1-2 The following terms shall have the meanings respectively prescribed for them except as the context otherwise requires:

(a) 'Board of Higher Education': The Board of Higher Education created by 'An Act creating a Board of Higher Education, defin-

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ing its powers and duties, making an appropriation therefor, and repealing an Act herein named,' approved August 22, 1961, as amended.

(b) 'State Board': Illinois Junior College Board created by Article II or this Act.

(c) 'Class I Junior Colleges': Public Junior Colleges existing in junior college districts organized under this Act or public junior colleges existing in districts accepted as Class I junior college districts under this Act which districts have a population of not less than 30,000 inhabitants or at least 3 counties or that portion of 3 counties not included in a Class I junior college district and an assessed valuation of not less than $75,000,000 and which districts levy a tax for junior college purposes.

(d) 'Class II Junior Colleges': All public junior colleges not meeting the criteria for Class I junior colleges and those not having a separate tax rate for junior college purposes.

(e) 'Class I Junior College Districts': Districts authorized to maintain Class I junior colleges.

(f) 'Class II Junior College Districts': Districts authorized to maintain Class II junior colleges.

(g) 'Comprehensive Junior College Program': A program offered by a junior college which includes: (1) courses in liberal arts and sciences and general education; (2) adult education courses; and (3) courses in occupational, semi-technical or technical fields leading directly to employment. At least 15 per cent of all courses taught must be in fields leading directly to employment, one-half of which courses to be in fields other than business education.

(h) 'Common Schools': Schools in districts operating grades 1 through 8, 1 through 12, or 9 through 12."

ARTICLE II

"Sec. 2-1 There is created the Illinois Junior College Board hereinafter referred to as the 'State Board'. The State Board shall consist of 9 members as follows: the Superintendent of Public Instruction as an ex officio voting member and 8 members to be appointed by the Governor by and with the advice and consent of the Senate. . . ."

"Sec. 2-4 The State Board shall have the power to make and provide rules and regulations not inconsistent with the provisions of this Act for the proper administration of this Act. Such rules and regulations and changes therein shall be filed and shall become effective as provided by 'An Act concerning administrative rules,' approved June 14, 1951."

"Sec. 2-10 The State Board shall make a thorough, comprehensive and continuous study of the status of junior college education, its problems, needs for improvement and projected developments and shall make a detailed report thereof to the General Assembly not later than March 1 of each odd-numbered year and shall submit recommendations for such legislation as it deems necessary."

"Sec. 2-12 The State Board shall have the power and it shall be its duty:

(a) To provide statewide planning for junior colleges as institutions of higher education and coordinate the programs, services and activities of all junior colleges in the State so as to encourage and establish a system of locally initiated and administered comprehensive junior colleges.

(b) To organize and conduct feasibility surveys for new junior colleges or for the inclusion of existing institutions as Class I junior colleges and the locating of new institutions.

(c) To cooperate with the junior colleges in continuing studies of student characteristics, admission standards, grading policies, performance of transfer students, qualification and certification of facilities and any other problem of junior college education.

(d) To enter into contracts with other governmental agencies; to accept federal funds and to plan with other state agencies when appropriate for the allocation of such federal funds for instructional programs and student services including such funds for vocational and technical education and retraining as may be allocated by state and federal agencies for the aid of junior colleges.

(e) To determine efficient and adequate standards for junior colleges for the physical plant, heating, lighting, ventilation, sanitation, safety, equipment and supplies, instruction and teaching, curriculum, library, operation, maintenance, administration and supervision, and to grant recognition certificates to junior colleges meeting such standards.

(f) To determine the standards for establishment of junior colleges and the proper location of the site in relation to existing institutions of higher education offering academic, occupational and technical training curricula, possible enrollment, assessed valuation, industrial, business, agricultural, and other conditions reflecting educational needs in the area to be served; however, no junior college may be considered as being recognized nor may the establishment of any junior college be authorized in any district which shall be deemed inadequate for the maintenance, in accordance with the desirable standards thus determined, of a junior college offering the basic subjects of general education and suitable vocational and semi-professional and technical curricula."

"Sec. 2-15 The State Board shall grant recognition to junior colleges which maintain equipment, courses of study, standards of scholarship and other requirements set by the State Board. Application for recognition shall be made to the State Board. The State Board shall set the criteria by which the junior colleges shall be judged and through the executive officer of the State Board shall arrange for an official evaluation of the junior college and shall grant recognition of such junior colleges as may meet the required standards."

CHAPTER IV

ADMINISTRATION

DUTIES OF BOARD

Standard: The board of a junior college district performs the functions and assumes the responsibilities authorized in the Public Junior College Act. The board of a junior college district serves as a policy-making agency for the college district. The board delegates the administration of the educational program and business affairs of the district to the administrative, teaching and other staff personnel who are employed for these purposes.

Criteria: A. The delineation of roles of the board and of the administrative staff should be stated in a document or documents containing board policies and procedures.

B. The minutes of meetings of the board should show how these roles are implemented in operational terms.

POLICY DEVELOPMENT

Standard: The following documents, the development of which is characterized by the cooperative effort, understanding and acceptance of all concerned, shall clearly identify and delineate the authority and responsibility of all concerned in the total operation of the junior college: (1) district junior college board policies and procedures, (2) faculty and/or administrative handbook, (3) organizational chart, (4) college catalog, and (5) student handbook.

Criteria: A. The various segments of the junior college community should be involved in policy development.

B. Policy documents should be the subject of a periodic review to insure their relevance to current practices.

DUTIES AND QUALIFICATIONS OF ADMINISTRATORS

Standard: The administration of the junior college district shall be the responsibility of the chief administrative officer and shall be in accordance with policies and directives of the district junior college board. The chief administrative officer shall serve as the executive officer of the board and shall recommend to the board other administrative positions which are deemed appropriate for the size, organization and educational program of the college. The chief

administrative officer or his delegated assistant shall make recommendations regarding the employment of all personnel.

Criteria:

A. The president or chief administrative officer should have previous experience in higher education and/or in educational administration which includes significant and varied responsibilities.

B. Graduate work at the doctoral level combined with demonstrated competence in educational leadership should represent major criteria in employment of the chief administrator of institutions of higher education.

C. Members of the administrative staff should have previous educational administrative experience in addition to successful classroom teaching experience. They should possess a minimum of a Master's degree with major study in an area appropriate to the duties assigned.

D. Administrative interns who work under the direction of a member of the administrative staff should meet the requirements as stipulated for members of the teaching staff. Specialized staff, such as accountants and counselors, may be employed upon the basis of demonstrated competence in their field of specialization with an appropriate background of education and experience.

E. The role of the member of the administrative staff indicates a need for a thorough understanding and mastery of administrative leadership, which may be obtained through study which includes courses in: (a) administration and supervision, including course work in administrative leadership, finance, and educational program, (b) behavioral sciences, (c) history and philosophy of education, including theories of social change, and (d) the public junior college.

F. The organization of the administrative staff and faculty should reflect a balanced emphasis on all functions requisite to a comprehensive junior college.

FINANCES

Standard: An adequate financial structure is a necessary condition even if not a guarantee, for the development and maintenance of quality educational programs in comprehensive junior colleges. Thus the college shall have an income: (1) adequate for the operation of a comprehensive program, (2) sufficient to maintain sound salary schedules, and (3) capable of financing all other necessary activities and services.

Criteria: A. Financial planning for both current and future operation of the college should provide for both a sound educational program and prudent use of public funds.

B. Business and accounting practices should be efficient and should provide complete and accurate financial records. Preparation should be made for full use of the *Uniform Accounting Manual* when it is adopted by the State Board.

C. Current records should be maintained in such a fashion as to be easily audited in accordance with Section 103-22.1 of the Public Junior College Act as amended.

STATE APPORTIONMENT

Standards: Any public junior college district which maintains a junior college recognized by the State Board is entitled to claim an apportionment set by the General Assembly for each semester hour or equivalent in a course carried by a student through each mid-term by each student in attendance who is a resident of Illinois. Attendance at the mid-term shall be verified by an audit of student enrollments in accordance with Section 103-22.1 of the Illinois Public Junior College Act, as amended.

Reimbursement will be made for courses regularly accepted for graduation or certification upon approval by the State Board, except for those courses for which the district receives 50% or more of federal financing.

Claims for reimbursement must be submitted not later than 30 days following the mid-term of each semester, quarter, or term.

TUITION GUIDELINES

Standards: Any public junior college district, by resolution of the board, may require a tuition of each student attending its college in an amount not to exceed one-third of the per capita cost.

Tuition of students carrying more or less than 15 semester hours of work shall be in the proportion which the number of hours so carried bears to 15 semester hours. No tuition charge can be set except as it relates to the number of hours in which a student is enrolled.

Tuition charges shall be the same for all students. A college board of trustees cannot waive tuition charges to any student for any course. This does not prohibit the payment of a student's tuition cost by other agencies or individuals.

MAINTENANCE OF RECORDS

Standard: Accurate records of all of the business of the college pertaining to actions of the board, financial matters, legal proceedings, and other important activities shall be kept and protected in safe filing and storage facilities.

Criteria: A. Section 103-22 of the Public Junior College Act as amended requires that records substantiating claims for reimbursement shall be retained for three years.

RESEARCH

Standard: Each public junior college shall have a formalized procedure for collecting, analyzing and reporting data which can be used as a basis for the improvement of administrative procedures, instructional practices and student personnel services. The Illinois Junior College Board will require such data as are necessary for it to ". . . make a thorough, comprehensive and continuous study of the statutes of junior college education, its problems, needs for improvement, and projected developments . . . ."

Criteria: A. Individual colleges should be involved in continuing studies of student characteristics, including student attrition, admission practices, grading policies and practices, faculty characteristics, performance of transfer students and graduates from other programs, and other subjects as may be pertinent and necessary.

CALENDAR

Standard: The academic year for Illinois public junior colleges shall consist of 36 or more weeks. A week is herein defined as any portion of a week during which the student body is required by the college to be on campus. The summer term shall provide for student instructional time which is equivalent on a per credit hour basis with that provided during a regular academic term.

Criteria: A. The school calendar should indicate days used for enrollment, testing, orientation and examinations during the academic year.

B. Holidays and commemorative days may be established by the local board. The establishment of such days as listed in *The School Code of Illinois* is not required of the junior colleges.

COMMUNITY RELATIONS

Standard: A local junior college operated by a junior college district shall respond to the educational needs of the citizens of

the community of post high school age. Efforts shall be made by the college to identify its services with the needs of the community.

Criteria:

A. Relationships with underlying high school districts should be developed which lead to an understanding and acceptance of the role of the comprehensive junior college.

B. Lay advisory committees should be organized to provide insights into curricular needs.

C. Close and cooperative relationships should be developed with representatives of the news media of the district.

D. Representatives of the college should be active participants in community affairs and be able to interpret the needs of the community to the college and the services of the college to the community.

COMPLIANCE WITH LAW

Standard: An essential prerequisite to recognition is that the operation of the junior college district be in accordance with the requirements of law. This means compliance not only with the Public Junior College Act, as amended, but with all other provisions of Illinois statutory or common law which apply to junior college operation.

CHAPTER V

CURRICULUM AND INSTRUCTION

COMPREHENSIVE CURRICULUM

Program emphasis in the Public Junior College Act is for comprehensiveness in each junior college. Accordingly, the State Board places high priority on this criterion in the evaluation of each college. The Public Junior College Act requires Illinois public junior colleges to offer curricula as described in this chapter.

Standard: *Baccalaureate Oriented*: Liberal arts and sciences and general education curricula are designed to qualify the student for transfer from the junior college to a college or university offering the baccalaureate degree. Such curricula shall include the liberal arts and sciences, preprofessional and general education courses which are commonly offered during the first two years at four-year institutions. Admissions requirements to such curricula shall be similar to those of four-year colleges and universities. Entry level competency to college transfer programs may be achieved through successful completion of other preparatory courses offered by the college.

Criteria:

A. The college should provide its students a broad offering of curricula which will allow transfer at the junior class level in the four-year college or university.

B. Continuous efforts should be made by the junior college to insure articulation between its program and the programs of the colleges and universities.

C. There should be careful follow-up of transfer students which along with other factors can be used to evaluate the effectiveness of the baccalaureate oriented programs.

Standard: *Occupation Oriented* (Career Programs): Technical-vocational programs are designed to provide the students with various planned, coordinated comprehensive experiences. These include:

Those leading to *entry jobs* in a particular field of specialization;

Those apprising students of conditions of day to day living in an automated, computerized society engulfed in an atmosphere of atomic uncertainty;

Those which encourage continuing education while one is productively employed.

Particular attention shall be given to the development of Career Programs (technical-vocational) which serve the purposes set forth in the Public Junior College Act and in recommendations of the *Master Plan for Higher Education in Illinois.* A minimum of 15 percent of the courses in the junior colleges must be in the occupational area and no more than one-half of these courses may be in business occupation areas.

Criteria:

A. Program development in this area should consider educational needs and employment opportunities both within and outside the junior college district.

B. Programs should vary in length and in rigor in order that a wide variety of programs meeting a wide variety of interests and abilities will be available.

C. Advisory committees should be used in planning occupation oriented curricula.

Standard: *Adult Education*: The scope of adult education includes all continuing education and community service programs which may contribute to the educational and cultural needs of the community. Programs offered in this area are designed to serve persons of post-high school age who are primarily part-time students. Such programs may include formal or informal learning experiences offered on either a credit or non-credit basis that help serve the cultural, civic, recreational, educational and /or vocational interests of the community.

Criteria:

A. The college should provide programs which serve the varied educational needs of adults at times when adults may avail themselves of the programs.

B. The college should have organized, formal means of assessing the needs of the community for adult education programs.

C. In addition to formal courses, the adult education program should include educational service which may help in the solution of community problems.

D. Adult education programs should not be always tied to the campus setting, but should be offered on an extension basis at various locations chosen as the result of demographic and/or geographic considerations. However, no extension centers may be located outside the junior college district without approval of the State Board.

Standard: *General Studies*: Section 103-17 of the Public Junior College Act reads in part as follows: ". . . the college shall counsel and distribute the students among its pro-

grams according to their interests and abilities. . . . Entry level competence to . . . college transfer programs may be achieved through successful completion of other preparatory courses offered by the college." General studies are herein identified as preparatory or developmental courses offered by the comprehensive junior college to help prepare individuals for admission to occupation oriented curricula, baccalaureate oriented curricula, or for their intrinsic value which may lead to a degree or certificate in neither of the above areas. In this case, work in this area may or may not lead to a certificate or the associate in general studies degree depending on the policy of the individual institution.

Criteria: A. The scope of the general studies program should be broad enough to provide educational opportunities for low ability students and/or for those who are educationally disadvantaged.

B. The general studies program should be organized in such manner as to allow mobility for students who prove their capabilities.

C. The general studies program should provide a student with the skills and abilities which improve his prospects for success either within or outside the academic world.

Standard: *General Education*: Organized curricula include a core of general education courses within either baccalaureate or occupation oriented curricula designed to contribute to the liberal education of each student. The number and content of said courses may vary according to the curriculum in which the student is enrolled.

Criteria: A. Any general education core should be broad enough to contribute to the students' understanding of cultural and social problems which will face him in the future along with the tools of good citizenship.

CURRICULUM DEVELOPMENT

Standard: Each junior college shall have a formalized policy relating to institutional curriculum development.

Criteria: A. Publications of the institution should show clearly the lines of authority and responsibility for developing each section of the comprehensive junior college program as identified in Section 101-2(g) of the Public Junior College Act.

B. The public junior college is an upward extension of educational opportunity in the local district as well as part of a state system of higher education. In filling

these two roles, articulation in curricular program development with local public educational districts and with four-year colleges and universities is encouraged.

LIBRARY (LEARNING RESOURCES CENTER)

Standard: The standards contained herein are suggested for all colleges as minimal. It is recognized that junior colleges are diverse in their programs and clientele. Development of libraries beyond the determined minimum may vary. However, continued effort on the part of the college to keep the reference collection pertinent and up-to-date is expected. The college should be aware of, and where appropriate seek to meet, recommendations of the American Library Association, the Association of College and Research Libraries, the North Central Association Commission on Colleges and Universities and other organizations with responsibilities for standards relating to libraries in institutions of higher education.

The public junior college shall maintain a library (learning resource center) with a carefully selected collection of reference works and other learning resources to meet the specific needs of its curriculum and students. This collection shall be kept up-to-date through a planned program of acquisition and deletion.

Criteria:

A. While recognizing the need for quality in learning resource holdings, as junior colleges grow in numbers of students, it is evident that quantity must be also considered. The college should have plans for continuing library development to keep abreast not only of new program needs, but additional student enrollments in all areas. The acquisition policy and budget should provide for this necessary growth as well as for relevancy to changing needs. This criteria applies to all learning resource media.

B. The learning resources collection should reflect balance in relation to the total program. All fields of the curriculum should be adequately supported.

C. Physical facilities of the library and the hours of library availability should be conducive to the maximum use of its services.

PROFESSIONAL STAFF

Standard: Junior college faculty members shall be employed and remunerated on the basis of teaching competence in their subject area. The broad scope of programs offered in the public junior college may include specialized courses in which the preparation for teaching varies from typical advanced degree programs to other educational prepara-

tion and experience. Full responsibility for the employment of the professional staff of the college rests with the board and administration of the college.

Criteria: A. Professional staff should be prepared in accordance with generally accepted standards for teaching, supervision and administration in the disciplines and subject fields to which they are assigned. These include collegiate study and/or professional experience. As a general rule graduate work to the Master's degree or beyond in the subject or fields taught is expected except for such subjects and fields in which graduate programs are not normally available or in which work experience is the principal teaching medium.

Standard: The normal teaching load in non-laboratory courses shall be no more than sixteen semester or quarter hours.

Criteria: A. For the purpose of determining teaching load, laboratory or other comparable teaching arrangements should be equated in accordance with an *established college policy.*

B. Adjustments in teaching load and remuneration should be made in relation to various administrative, supervisory, advisory and other extra-class responsibilities. Adjustments may also be made for teachers involved in innovative or experimental programs.

C. If an overload assignment is necessary it should not exceed either (a) one course in which the credit hour value does not exceed five, or (b) if more than one course, the combined credit hour value should not exceed three semester or four quarter hours.

D. The teaching load of part-time faculty who are employed elsewhere on a full-time basis should be governed by the overload criteria enumerated in (C.) above.

Standard: The ratio of professional staff to students shall permit a high degree of personal interaction.

Criteria: A. The size of these ratios will be determined by institutional philosophy and instructional techniques.

PROGRAM EVALUATION

Standard: Each college shall develop procedures for the continuous evaluation of instructional programs.

Criteria: A. Techniques of evaluation should include follow-up studies, use of advisory committees, use of outside consultants, etc. Students, faculty and administration should all be involved in evaluation procedures.

CHAPTER VI

STUDENT PERSONNEL SERVICES

ADMINISTRATION

Standard: Student personnel work shall be organized and coordinated by appropriate staff.

Criteria:

A. Persons with the title of and/or duties defined by such titles as Vice President or Dean of Student Personnel Services, Dean of Students, Counselor, Director of Student Activities, Director of Financial Aids, Director of Testing, Registrar, Placement Officer, Admissions Officer, Director of Student Housing, and Director of Athletics should be included with the organized student personnel program.

COUNSELING

Standard: The college shall have a well-planned and organized program for counseling of students by counselors who are qualified in this area.

Criteria:

A. The number of qualified counseling personnel should be sufficient to meet the needs of a student body characterized by a wide diversity of interests and abilities.

B. Personnel counseling and academic advisement should be available to every student in the college.

C. Counseling should seek to bring the student to a better understanding of his abilities, achievements and interests.

D. Counseling services should include pre-admission counseling to assist the student in selecting curricula and courses which are suitable for his vocational and educational goals and compatible with his ability level.

E. Faculy advisors when used should be provided with an organized program of in-service education for their advisement function.

ADMISSIONS

Standard: The admission policy of the public junior colleges in Illinois must conform to Section 103-17 of the Public Junior College Act:

"The Class I junior college districts shall admit all students qualified to complete any one of their programs

including general education, transfer, occupational, technical, and terminal, as long as space for effective instruction is available. After entry, the college shall counsel and distribute the students among its program according to their interests and abilities. Students allowed entry in college transfer programs must have ability and competence similar to that possessed by students admitted to state universities for similar programs. Entry level competence to such college transfer programs may be achieved through successful completion of other preparatory courses offered by the college. If space is not available for all students applying, the Class I junior college will accept those best qualified, using rank in class and ability and achievement tests as guides, and shall give preference to students residing in the district."

Criteria: A. As an "open-door" college the public junior college in Illinois should admit all students of post high school age to programs in which their interests and abilities would indicate probable success.

B. Where space is limited, best qualified students in transfer, occupational and adult education should be admitted in such a manner as to provide a balance of students in all curricular areas required by the Act.

C. The Public Junior College Act quoted above states that the admissions process shall include counseling and distributing "the students among its programs according to their interests and abilities." The basic tools of the counseling process include prior records and the results of one or more entrance and/or placement tests. It should be clear, however, that achievement test results may be used for counseling and class placement purposes only and not to determine whether or not the student is admissible as a student.

FINANCIAL AIDS PROGRAM

Standard: The college shall provide for the administration of a student financial aids program.

Criteria: A. Staff assigned to this area should be familiar with the scholarships, grants and loan programs of the state and federal governments as well as non-governmental agencies. In addition, they should be aware of possible local sources of funds which can be made available to students.

B. The director of financial aids should be alert to job opportunities for students, not only on campus or through work-study programs, but also in the com-

munity. This may involve cooperation with the director of placement, administrators of occupational oriented programs, and others.

PLACEMENT

Standard: The college shall provide an active placement service for its students.

Criteria: A. This placement service should include a clearinghouse for information concerning vocational opportunities for employment oriented students and programs offered by the four-year institutions for transfer students.

STUDENT ACTIVITIES

Standard: Opportunities shall exist on the junior college campus for students to show leadership, initiative and creativity.

Criteria: A. Within the limits of local college Board of Trustees policy, students should be allowed to develop a student government organization and regulate appropriate areas of student life.

B. Special interest clubs should be organized within local institutional policy. Clubs with a relationship to curricular programs should be encouraged.

C. Intercollegiate activity of student groups is encouraged. It should include musical events, speech and debating activities, athletics and other areas of student life.

D. Intercollegiate athletics should follow rules and regulations cooperatively arrived at by the colleges participating. Recruitment of athletes should be limited to the local junior college district or non-junior college district area only.

STUDIES OF STUDENT CHARACTERISTICS

Standard: Every junior college shall be actively engaged in studies of its students.

Criteria: A. Junior colleges should be engaged in continuing study of student characteristics. The gathering of data regarding students should be part of the organized institutional research program of the college.

B. Data relating to student characteristics should be made available to appropriate institutional personnel, the State Board, and other approved agencies as requested for purposes of aiding statewide planning, research and study.

C. Follow-up studies should include the students who complete occupation oriented programs, transfer students, and those who do not complete any program at the college.

D. Follow-up data should be made available to institutional personnel for use in the evaluation of the total educational program and to the State Board and other approved agencies as requested for purposes of aiding statewide planning, research and study.

MAINTENANCE OF RECORDS

Standard: All permanent academic and personnel records and health, activity and other student records shall be filed systematically and be protected against loss or alteration.

PART III

STATE BOARD POLICIES, PROCEDURES AND GUIDELINES

CHAPTER VII

POLICIES RELATING TO PROGRAMS, REIMBURSEMENT AND RECOGNITION

POLICIES FOR APPROVAL OF NEW CURRICULA

BOARD OF HIGHER EDUCATION

Section 7 of the Act creating the Board of Higher Education reads (Chapter 144, Section 187, Illinois Revised Statutes, as amended by Act approved June 30, 1967):

"The Board of Trustees of the University of Illinois, the Board of Trustees of Southern Illinois University, the Board of Governors of State Colleges and Universities, the Board of Regents of Regency Universities and the Illinois Junior College Board and the campuses under their governance or supervision shall not hereafter undertake the establishment of any new unit of instruction, research or public service without the approval of the Board. The term 'new unit of instruction, research or public service' includes the establishment of a college, school, division, institute, department or other unit in any field of instruction, research or public service not theretofore included in the program of the institution, and includes the establishment of any new branch or campus. The term does not include reasonable and moderate extensions of existing curricula, research, or public service programs which have a direct relationship to existing programs; and the Board may, under its rule making power, define the character of such reasonable and moderate extensions.

"Such governing boards shall submit to the Board all proposals for a new unit of instruction, research, or public service. The Board may approve or disapprove the proposal in whole or in part or approve modifications thereof whenever in its judgment such action is consistent with the objectives of an existing or proposed master plan of higher education.

"The Board of Higher Education is authorized to review periodically all existing programs of instruction, research and public service at the state universities and colleges and to advise the appropriate board of control if the contribution of each program is not educationally and economically justified."

ILLINOIS JUNIOR COLLEGE BOARD

Section 2-3 of the Public Junior College Act reads in part as follows (Chapter 122, Section 102-3, Illinois Revised Statutes, 1965):

". . . A majority of the members of the State Board shall constitute a quorum at all meetings, but the approval of a new unit of instruction, research, or public service for a junior college shall require the concurrence of a majority of all members of the State Board.

"The term 'new unit of instruction, research or public service' includes the establishment of a college, school, division, institute, department or other unit including majors and curricula in any field of instruction, research, or public service not theretofore included in the program of the junior college, and includes the establishment of any new branch or campus of the institution. The term shall not include reasonable and moderate extensions of existing curricula, research, or public service programs which have a direct relationship to existing programs; and the State Board may, under its rule making power, define the character of such reasonable and moderate extensions."

BOARD OF VOCATIONAL EDUCATION AND REHABILITATION

Article 4 of the Act In Relation To Vocational Education and Vocational Rehabilitation Of Disabled Persons reads in part as follows (Chapter 122, Section 697, Illinois Revised Statutes, 1965) :

"The Board shall have power and it shall be its duty:

"(a) To cooperate with the federal government in the administration of the provisions of the Federal Vocational Education Law, to the extent and in the manner therein provided;

"(b) To promote and aid in the establishment of schools and classes of the types and standards provided for in the plans of the Board, as approved by the federal government, and to cooperate with State and local school authorities in the maintenance of such schools and classes; . . . ."

BOARD OF HIGHER EDUCATION – Adopted November 7, 1967

1. The proposed curricula for any new public junior college, or new branch or campus of an existing college, shall be considered for approval by the Board of Higher Education, accompanied by the recommendation of the Illinois Junior College Board.

2. All new units of instruction, research or public service of the operating junior colleges shall be subjected to consideration by the Board of Higher Education if the new unit includes the establishment of a college, school, division, institute, department or other unit in any field of instruction, research or public service not theretofore included in the program of the institution and not considered to be a "reasonable and moderate extension" of the existing instructional and service areas. Such units shall be accompanied by a recommendation of the Illinois Junior College Board.

"Reasonable and moderate extensions" of existing programs are defined as those which are directly related to existing programs, and

a. which consist of new and additional courses of instruction within an existing academic department or division which do not involve a new degree, certificate, or academic major, or

b. which consist of new research projects or new public service activities which are entered into through agreement with a federal, state or local governmental agency, or foundation, or other grantor, except that any research or public service activity shall be considered a reasonable and moderate extension only if

(i) its total annual operating expenditure from whatever source obtained does not exceed $250,000.00, or

(ii) its annual operating expenditures from state appropriations does not exceed $50,000.00.

ILLINOIS JUNIOR COLLEGE BOARD – Adopted November 10, 1967

Each public junior college shall submit to the Illinois Junior College Board for its consideration the following:

1. The proposed curricula to be offered during the first year of operation, or the proposed curricula to be offered during the first year at any new branch or campus, and

2. Each "new unit of instruction, research or public service" to be offered subsequent to the first year of operation which includes the establishment of a college, school, division, institute, department or other unit including majors and curricula in any field of instruction, research or public service not theretofore included in the program of the junior college, and includes the establishment of any new branch or campus of the institution. The term shall not include reasonable and moderate extensions of existing curricula, research, or public service programs which have a direct relationship to existing programs.

"Reasonable and moderate extensions" of existing programs are defined as those which are directly related to existing programs, and

a. which consist of new and additional courses of instruction within an existing department, division or other such unit which do not result in a new degree, certificate or major. (A major is defined as a concentration of study consisting of three or more courses yielding nine or more semester hours or equivalent), or

b. which consist of new research projects or new public service activities which are: (1) designed to serve the needs peculiar to the college district, (2) which are to be concluded in one year or less, and (3) for which no State funds are requested.

The Illinois Junior College Board shall include in its annual Application for Recognition form a report of all courses added by each college during the previous year which it considered to be "reasonable and moderate extensions" of then existing programs, and all courses dropped during that year. The Illinois Junior College Board shall transmit a copy of this information to the Board of Higher Education.

BOARD OF VOCATIONAL EDUCATION AND REHABILITATION – Revised Policies Adopted February 19, 1970

1. The Vocational and Technical Education Division, Board of Vocational Education and Rehabilitation, shall make its professional staff available for consultative services in organizing and developing occupational education in public junior colleges and shall approve occupational programs for financial support subsequent to approval of the curricula by the Illinois Junior College Board and Board of Higher Education, if applicable.

2. An annual and five-year plan will be filed by the local institution and shall include information concerning the proposed conduct of the total occupational program on which decisions for funding can be made.

3. The Vocational and Technical Education Division, Board of Vocational Education and Rehabilitation, shall evaluate approved occupational programs, services, and activities under the State Plan to the extent necessary to assure quality in all occupational education programs which are realistic in terms of actual and anticipated employment opportunities and suited to the needs, interest, and abilities of those being trained.

GUIDELINES FOR THE APPROVAL AND REIMBURSEMENT OF NON-CREDIT PROGRAMS

1. Courses approved for reimbursement shall include those regularly accepted for certification upon approval of the State Board except those courses for which the district receives 50% or more of federal financing. Courses must be *regularly* offered and *systematically* organized.

2. Semester hour equivalency of non-credit courses for reimbursement shall be determined on the same basis as the determination of credit for regular courses.

3. A certificate may be provided for the completion of a number of courses which relate to the achievement of a pre-determined goal.

A certificate may also be awarded for the completion of a single course where a unique or special need is fulfilled.

4. Reimbursable non-credit courses generally are those which relate closely to the regularly offered credit program of the college. As non-credit courses, they are designed to serve those students who wish a less rigorous exposure to the subject matter content than would be possible under the credit program.

5. Applications for program or course approval are to be submitted to the Illinois Junior College Board and evaluated by its staff. Staff recommendations will be submitted to the State Board for approval. New programs which go beyond "reasonable and moderate extensions" of existing programs must also be approved by the Board of Higher Education.

6. The application for approval of a program shall show:
   (a) the title of program
   (b) the objectives of the program
   (c) a list of courses in the program
   (d) entrance requirements
   (e) the length of term of instruction for each course
   (f) the qualifications required of instructional staff
   (g) attendance requirements
   (h) evaluation procedures

7. State apportionment shall be provided only for those students who officially enroll in a particular course and are in regular attendance through the mid-point of the prescribed term.

8. Tuition must be the same for non-credit courses for which state apportionment is claimed as for credit courses. The equivalency formula used in determining state apportionment must be used in determining tuition.

9. The application for state apportionment must show:
   (a) the number of weeks the course is scheduled to meet
   (b) the number of students regularly enrolled through the mid-point of the term of the course
   (c) the number of class periods of instruction
   (d) the semester hour equivalency
   (e) the amount of reimbursement requested

10. Permanent cumulative records must be kept for every person for whom reimbursement is sought. Information provided on the record should be similar to that shown on a transcript of credit. Such records will be subject to the audit as required in Section 3-22.1 of the Public Junior College Act, as amended.

REIMBURSABLE AND NON-REIMBURSABLE NON-CREDIT COURSES

The listing below is neither all-inclusive nor final. It will be amended as experience shows the need for modifications. However, the listing may serve as a guide to adult education directors.

REIMBURSABLE COURSES

1. General courses or refresher courses in these areas—English, foreign language, mathematics, psychology, reading, science, social science and speech.

2. Business courses or refresher courses in these areas—typing, shorthand, bookkeeping, law, salesmanship, investments and estate planning.

3. General Educational Development review courses.

4. Physical fitness and swimming courses.

5. Driver education.

6. Sewing, millinery and tailoring courses.

7. Art and sculpturing courses.

8. Occupational courses—agriculture, auto mechanics, blueprint reading, electricity, radio-television, welding and woodworking.

9. Home improvement courses—food preparation, furniture repair and finishing, interior decorating, landscaping and upholstery.

NON-REIMBURSABLE COURSES

1. Lecture, concert and travel series.

2. Recreation and hobby courses—bridge, fly casting, golf, home movies, coin collecting, leather craft, gem polishing, stamp collecting, scuba diving.

3. Courses funded by outside agencies.

4. Short courses, seminars and institutes offered on an irregular basis.

NOTE: No course will be eligible for simultaneous reimbursement under both the Illinois Junior College Act and the Illinois Adult Education Act.

POLICY STATEMENT ON THE OPERATION OF EXTENSION CENTERS BY PUBLIC JUNIOR COLLEGES

1. The operation of extension centers by public junior college districts in encouraged. The offering of college credit and of non-credit courses broadens the educational opportunity of persons who live near the extension center. However, the college must give close attention to the quality of the instructional program which is offered. Problems relating to the recruitment of staff, the accessibility of appropriate library resources, and the availability of specialized equipment must be resolved in planning an extension program.

2. The decision to offer instruction at extension centers within a junior college district rests solely with the local junior college board.

3. In some cases one junior college may feel the need to operate an extension center within the borders of another junior college district. In such instances formal agreement between the two junior college boards affected should be reached. (What should the charge-back policy be in such cases? Can formal agreements or contracts be made which waive charge-back fees?)

4. Public junior colleges which desire to operate an extension center in non-junior college territory must make formal application to the State Board for permission to do so. The application should include a listing of courses to be offered, justification for establishing the center, resources available for the operation of the center and an explanation of the administration of tuition and charge-back policies.

5. The State Board in reviewing an application will consider:

   (a) the stage of development of the applying institution;
   (b) the distance and travel time of the proposed extension center from the main campus;
   (c) the distance and travel time of the proposed extension center from other operating junior college districts;
   (d) factors tending to identify the extension center with the college district other than distance and travel time;
   (e) the current or potential status of the non-junior college territory in relationship to annexation or organization of a separate district.

GUIDELINES FOR STATE REIMBURSEMENT FOR CREDIT GIVEN IN THE WORK EXPERIENCE PROGRAM

1. Internship, clinical experience and work experience programs of various types are accepted by the Illinois Junior College Board as legitimate extensions of the learning process and continued emphasis on these types of educational experiences is encouraged.

2. The establishment of the amount of credit for the various types

of work experiences in college programs is the prerogative of the college subject only to the approval of appropriate State agencies through the prescribed procedures for approval of new curricula.

3. The Illinois Junior College Board will approve reimbursement to junior colleges for credit generated in such courses when the following criteria are met:

   (a) the student is enrolled at the college for the semester or quarter during which the work experience is scheduled, pays all usual fees, is entitled to all college services, and is subject to college rules and regulations;
   (b) the work experience is related to the theory taught on the college campus before, during and after the period the work experience is being obtained;
   (c) the college staff determines the educational value to be derived from the work experience and defines the nature of the work experience;
   (d) the student interrelates theory and practice through discussion in formal classes on the college campus, written reports and papers and/or completion of evaluative tests;
   (e) there is evaluation of the work completed by the student by both the college staff and/or the cooperating employer.

POLICY ON EVALUATION AND RECOGNITION — Adopted April 12, 1968

Pursuant to provisions of Article II of the Public Junior College Act, the Illinois Junior College Board sets forth the following policy statements:

I. *Annual Recognition*

   A. The completed "Application for Recognition" from each campus will be filed annually with the State Board. Primary authority for the evaluation of data contained in this document is delegated to a staff member with primary responsibility for evaluation and recognition.

   B. The "Report of Selected Data and Characteristics of Illinois Public Junior Colleges" will continue to be prepared on an annual basis. This report will assume an increasingly important role in the evaluative process. The State Board encourages the continuous improvement of this study and maximum utilization of it by all concerned persons, organizations and institutions.

   C. An annual staff workshop at which members of the staff of the State Board would share their knowledge and experiences regarding the operation of the various colleges will be held. Basic responsibility for procurement and preparation of data to assist in the evaluative process at this workshop rests with the staff person with primary responsibility for recognition.

II. *Continuous Evaluation*

The staff of the State Board is expected to be involved in continuous evaluation of public junior colleges. Data for this evaluation may be made available to the staff from various sources. In addition to the Application for Recognition, common sources of data are staff visitations, reports in news media, and communications from and with the colleges—including such reports as self-evaluation studies conducted by the college staff and voluntarily made available to the staff of the State Board.

III. *Formal Visitation*

A. *Introductory Statement*

It is the policy of the State Board that while formal visitation is evaluative in nature, its basic function is to offer suggestions possible of implementation and which promise to make a positive contribution to the educational program of the institution.

It is logical to assume, therefore, that colleges may expect the full support of the State Board in the common cause of extending educational opportunities beyond the high school to the citizens of Illinois. It follows also that recognition—while a legal responsibility of the State Board—is a reasonable expectation of each public junior college which:

1. operates within the framework of Illinois Statutes and Common Law;
2. operates according to commonly accepted ethical standards; and
3. is commited to excellence in educational program and comprehensiveness in curricular offerings.

B. *Procedure*

1. Each college shall receive a formal visitation at intervals not to exceed every fifth year.
2. Formal visitation of colleges may be scheduled at intervals of less than five years providing:
   a. it is the judgment of the staff that such visitation is desirable or necessary, or
   b. a request by the college for a visitation is received.

C. *Responsibilities*

1. The Illinois Junior College Board will:
   a. determine the schedule of visitation to include all operating junior colleges and determine the year that each is to receive formal visitation;
   b. provide a staff member to serve as secretary to the visitation committee;

c. assign a visiting team for each visitation from a list submitted to it by the junior colleges by procedure yet to be determined;
d. select from the visitation team one of its members to serve as chairman;
e. make available to the members of the appointed visiting committee copies of all reports requested by it at least 30 days prior to the visitation;
f. collect from the visitation team written reports within one week after the visit is completed, assemble, edit and submit same forthwith to the Illinois Junior College Board, the college and each member of the visitation team;
g. reimburse the members of the visitation team for necessary expenses.

2. The visitation team will:

a. through the secretary, prepare the agenda and make other determinations concerning the scope and nature of the visitation;
b. determine and through the secretary request reports and other necessary data to be provided by the college prior to the visitation;
c. prepare written reports as it deems necessary for submission to the secretary.

3. The college will:

a. assist members of the visitation team in any manner possible;
b. provide a meeting room for use by the visitation team committee;
c. make necessary arrangements for the visitation committee to meet with staff, students, the Junior College Board or local advisory committees as the visitation team deems necessary;
d. submit to the secretary for distribution to the visitation committee reports required by the visitation committee 45 days prior to the visit.

IV. *Evaluation Reports to the State Board*

A. An evaluation report will be prepared by the recognition officer for each new college during the first half of its first academic term.

B. An evaluation report will be prepared as indicated above at the culmination of each formal visitation.

C. An evaluation report may be submitted at any time prior to the next formal visitation should unusual circumstances warrant.

CHAPTER VIII

FACILITIES DEVELOPMENT

SITE APPROVAL POLICIES

Article III, Section 36 of the Public Junior College Act, reads as follows in referring to the powers of the local junior college Board of Trustees:

"To buy one or more sites for college purposes with necessary ground, and to take and purchase the site for a college site either with or without the owner's consent, by condemnation or otherwise; to pay the amount of any award made by a jury in a condemnation proceedings; and to select and purchase all sites without the submission of the question to any referendum. No such purchase may be made without the prior approval of the State Board. Purchases under this Section may be made by contract for deed when the board considers the use of such a contract to be advantageous to the district but a contract for deed may not provide for interest on the unpaid balance of the purchase price at a rate in excess of 6 per cent per year nor for a period of more than 10 years in which that price is to be paid. Title to all real estate shall be taken and held in the name of the board of the junior college district."

The State Board has adopted the following procedures:

A. Upon receipt of a written request for site approval, the State Board causes a study of the request to be made by its staff. This staff study is based upon the following basic criteria:

   1. Location of the proposed site in relation to the geography and population of the entire district, and surrounding environment;

   2. Accessibility of the proposed site by existing and currently planned highways and/or streets;

   3. Cost of the proposed site in relation to land values of the district and availability of site to be backed up by at least two appraisals, one of which must be by a member of the American Institute of Real Estate Appraisers;

   4. Cost of development of the proposed site in relation to topography, soil conditions and utilities;

   5. Size of the proposed site in relation to projected student population and land cost; and

   6. The number and location of alternate sites considered.

B. Upon completion of the staff study, a report and recommendation is presented to the State Board for action.

C. Following the approval of the site by the State Board, the Class I Junior College Board may purchase said site.

POLICIES RELATING TO JUNIOR COLLEGE BUILDING PROJECTS

The policies stated below are those adopted by the State Board for projects to be constructed under provisions of Article V of the Public Junior College Act:

A. The State Board works with the colleges on continuous planning for building needs in keeping with the principles outlined in the recommendations of the *Master Plan for Higher Education* published by the Board of Higher Education and contained in the Public Junior College Act.

B. It is the policy of the State Board to apportion state funds to all junior college districts which have need, are eligible for, and capable of effectively using them by the end of the biennium in which a grant is made. Effective use means completion of building plans and working drawings and the taking of bids not later than April or May following the end of the biennium.

C. It is the policy of the State Board to set criteria and standards by which applications for state funds will be judged. Such criteria and standards will be subject to continuous study. Amendments will be made as experience and conditions show need for change.

D. Each junior college district desiring to participate in state financing of its building program shall submit its Master Plan for campus development to the State Board for approval by the State Board and the Board of Higher Education. State Board review of each application shall include a study of the specific building project in relation to the Master Plan. Significant changes in campus planning shall be approved by the State Board and the Board of Higher Education.

E. The policy of the State Board in accepting and processing applications for building projects is as follows:

1. Applications for building grants must be submitted in compliance with the criteria set forth in the "Policies and Procedures for Review of Capital Funds Requests for Public Junior Colleges," approved by the Illinois Junior College Board and the Board of Higher Education.

2. If a college desires to request deviation from any criterion set forth in said policies, a supplementary application shall be submitted. The petition accompanying the supplementary application shall state what changes in building plans as submitted in the basic application are requested and the reasons for requesting each stated change.

F. In accordance with the provisions of the Public Junior College Act, the Illinois Building Authority Act and the approved procedures of the Illinois Building Authority, Illinois Junior College Board, Illinois Board of Higher Education, and other pertinent agencies, State financing will be authorized for:

1. Site acquisition

2. Site development including:

   a. Site clearance, grading and earth movement, drainage, construction of water, sewer, gas, electric service lines and other required utilities, construction of streets and walks, installation of grounds lighting, construction of parking areas, finish grading, seeding, landscaping, and other work normally required to make land usable as a building site;
   b. Normally, rock or blacktop surfacing is approved for parking areas. Concrete surfacing will be approved for state financing where cost and soil conditions merit;
   c. Roads and streets shall be in accordance with specifications approved by the State Board. Such specifications will conform to those established by the State Highway Department for comparable roadways and streets;
   d. The number of parking spaces to be provided from state financing shall be in accordance with a formula approved by the State Board.
   e. Landscaping costs to be included in State financed site development shall be in accordance with specifications approved by the State Board.

3. Buildings:

   a. Classrooms
   b. Libraries
   c. Science laboratories and related science facilities
   d. Occupational, technical and semi-technical laboratories, shops and classrooms
   e. Fine and applied arts classrooms and laboratories
   f. Central utility facilities
   g. Administration and student personnel services facilities
   h. Physical education instruction facilities. Junior college baccalaureate oriented programs include required courses in physical education. Approved physical education facilities will include those appropriate for the teaching of such courses and physical education programs offered in other curricula as well. These are classrooms, gymnasiums and swimming pools designed as teaching stations. Space for spectator seating and seats to be included in state financing shall not exceed that normally allotted for student use. Colleges desiring to build spectator space and seating for use by the general public at sports events will be required to pro-

vide for the financing of such space from sources other than state money. This policy will apply to the general design and size of a gymnasium as well as floor space for seating. Colleges are encouraged to design gymnasiums for a high level of utilization as teaching stations.

(i) Student lounge areas appropriate to the needs of a commuter institution. Facilities for student services are necessary for junior colleges. State funds may be used to the extent they are appropriate to a commuter college. They may include food services, lounge areas, study areas, facilities for student activities such as newspaper editing, student government, etc.

4. Approved administrative and legal expenses.

POLICIES AND PROCEDURES FOR REVIEW OF CAPITAL FUNDS REQUESTS

The policies stated below are those adopted by the State Board for the review of capital funds requests for public junior colleges:

A. Background:

1. The Illinois Junior College Board and the Board of Higher Education in keeping with their statutory responsibility for review and approval of capital projects have directed the development of a joint statement of policies, procedures and criteria to be employed in a review of capital funds requests under provision of the Public Junior College Act.

2. Policies, procedures and criteria hereinafter specified are based upon experience and current studies of capital needs and costs. Continued monitoring of these factors will be conducted by the Illinois Junior College Board and the Board of Higher Education for the purpose of such policy modification, from time to time, as is dictated by quality educational programming and cost efficiency factors.

B. Procedures for Review of Enrollment Projections:

1. The Illinois Junior College Board and the Board of Higher Education will review enrollment projections and assumptions submitted in applications for state and federal funding of capital projects in light of such school census data, attrition and retention rates, curricula and program developments, student enrollment patterns and other criteria as deemed necessary in establishing facilities requirements. Appropriate standards and methodology for enrollment projection shall be developed by the Illinois Junor College Board in consultation with the institutions.

C. Procedures and Criteria for Review of Project Efficiency:

1. The Illinois Junior College Board and the Board of Higher Education shall review all applications for state and federal

funding, in light of such cost and efficiency criteria as are deemed essential to meet such mimimum standards as are determined, from time to time, to be in the best interest of educational quality and economy.

a. Deviations from established criteria may be approved by these reviewing authorities if adequately justified by applications clearly demonstrating specific exceptions for program needs or unique local circumstances.
b. Construction costs will be adjusted according to recent bid experiences and cost indices.
c. At the time of review of capital project plans and applications for state funding submitted by Class I Junior College Districts, the Illinois Junior College Board and the Board of Higher Education shall determine the extent of state and federal funds participation, in a sum not exceeding 75 per cent of the cost of the project or as much thereof as qualifies by application of the following criteria.
d. Local Class I districts may elect to fund projects to any extent greater than 25 percent of the project costs with full acceptance of the condition that there is no assurance of recovery of funds by transfer of property to offset the local share of future construction. Such projects shall be submitted for approval by the Illinois Junior College Board and the Board of Higher Education and criteria of space per student, building efficiency, cost and other factors as may be established from time to time shall apply.

2. The following procedures and criteria are adopted for review of applications for state and federal funds available in 1967 or thereafter, with the exception that the Phase IA and Phase IB projects approved for funding by the Illinois Junior College Board before January 1, 1967, shall be constructed in accordance with the criteria applied at the time of approval.

   a. Credit for Land

      (i) That portion of real estate to be transferred as a part or all of the contribution of a junior college district for building purposes must, prior to transfer to the Illinois Building Authority, be appraised by three appraisers appointed or approved by the Illinois Building Authority.

      (ii) The maximum acreage of real estate in which the state will share in cost for a campus shall not exceed:

Full-time Equivalent On-Campus Day Students	*Site Acreage*
For the first 1,500 students	100
For the next 1,500 students	150
Above 3,000 students	200

b. Other Capital Improvements

(i) The net assignable space to gross square foot ratio shall not be less than .65[1].

(ii) Facilities required shall be determined on the basis of full-time equivalent on-campus day students.

(iii) The gross square feet of all space per full-time equivalent on-campus day student shall not exceed:

(a) For facilities other than occupational program instructional shops:

FTE Day Students	*Gross Sq. Feet Per FTE Day Student*
For the first 1,500 students	110
For the next 1,500 students	100
For each student above 3,000	90

(b) For occupational program instructional shops, 140 gross square feet per FTE day student enrolled in courses using such shops.

(iv) Costs of construction, to include architects' fees, fixed equipment, construction to the five foot line and contingencies shall not exceed that dollar amount permitted per gross square foot for the biennium.

(v) Costs of site clearance, site development, central utility facility and utility extension beyond the five foot line shall be reviewed separately and in accordance with local conditions and costs.

Item (iii) (b) above states: "For occupational program instructional shops 140 gross square feet per F.T.E. day student enrolled in courses using such shops." The following definition and enumeration of eligible occupation oriented shops has been approved for use in computing maximum allowable gross square feet for a junior college campus.

DEFINITION OF INSTRUCTIONAL SHOPS

Instructional shops and laboratories for occupational programs are generally considered as those shop areas and instructional laboratories developed for the conduct of those phases of instruction wherein students observe and perform activities in planned experiences at appropriate work stations. The learning experience provided involves the manipulation of machines, materials, and equipment and the observation of processes.

Such laboratories are to be distinguished from other instructional

[1] As defined in "Classification of Building Areas" distributed by the National Academy of Science, National Research Council, Washington, D.C., publicaton 1235.

laboratories in that the presence of machinery, material and equipment and the space requirements for activities involved in experimentation, observation and manipulation of them is of a magnitude exceeding that of student stations confined to desks, tables, laboratory benches and similar stations.

ENUMERATION OF ELIGIBLE OCCUPATION ORIENTED SHOPS

1. *Agriculture*

   Agricultural Mechanics
   Agricultural Production
   Horticulture-Floriculture
   (Farm buildings and field facilities excluded from space allocation)

2. *Construction Technologies*

   Air Conditioning
   Heating
   Refrigeration
   Cabinet Making
   Sheet Metals
   Construction Trades

3. *Data Processing*

   Key-punching
   Machine Operation
   Computer Operation

4. *Engineering and Industrial Technologies*

   Architectural
   Ceramic
   Chemical
   Civil
   Drafting and Design
   Electrical
   Electro-Mechanical
   Electronic
   Industrial
   Instrumentation
   Mechanical
   Petroleum

5. *Graphic Arts Technologies*

   Commercial Art-Advertising Design
   Photography
   Printing

6. *Transportation Technologies*

   Automotive
   Aviation
   Heavy Truck

7. *Textile Technologies*

   Textile Production and Fabrication
   Dressmaking
   Tailoring
   Textile Design
   Upholstering

8. *Welding*

9. *Health Occupations*

   Practical Nursing
   Technical Lab. Assistant
   X-Ray Assistant
   Occupational Therapy
   Physical Therapy
   Dental Assistant
   Dental Lab. Assistant

10. *Cosmetology*

11. *Food Services*

12. *Other*

POLICY STATEMENT CONCERNING PROVISION OF PARKING FACILITIES FOR ILLINOIS INSTITUTIONS OF HIGHER EDUCATION (Revised May 24, 1968)

Capital Installation Costs of Parking Facilities

1. Surface Parking

   Subject to the schedules and conditions outlined below and to the establishment of need for surface parking facilities, institutions may request state funds in capital budgets to supplement programs of local revenues pledged to parking installation costs.

2. Schedule of Decreasing State Funds Participation

   a. Junior College Campuses

      State funding participation in surface parking facilities at junior college campuses to follow the 25% local and 75% state funding statutory provisions for parking facilities installed prior to July 1, 1975, subject to the initiation of parking fee incomes, or the establishment of local funding sources or a combination of parking incomes and specific local fund sources to offset state funds participation after July 1, 1975.

      Parking facilities installed after July 1, 1975 are not to be supported beyond land costs by state funds participation excepting for new junior college campuses which may request and receive state funds according to capital funding procedures for three consecutive biennia.

   b. Since junior college districts, by statute, must participate at least 25% in land and capital improvements costs and further provide operation and maintenance costs on a shared basis with the state they should not be required to follow as restricted a schedule as senior institutions toward self-amortization of parking.

RECOMMENDED GUIDELINES FOR EXTENT OF NEED AND OBLIGATION FOR PROVISION OF PARKING FACILITIES

Senior Commuter Campuses and Junior Colleges

Parking needs are generated at a ratio of 80% of full-time equivalent faculty and staff and at the following ratios for full-time equivalent day student enrollments:

1. Public transportation generally available 20% of full-time equivalent students;
2. Limited public transportation available 50% of full-time equivalent day students;
3. No public transportation available 65% of full-time equivalent day students.

These guidelines are suggested as the means of determining the extent of state funds participation in costs of land, capital improvements installation and operation and maintenance costs of parking programs. Local circumstances may require less parking than provided by applications of these guidelines.

Parking facilities proposals exceeding these guidelines which are to be funded from other than state funding will be reviewed as non-instructional facilities and in terms of the guidelines and criteria contained herein.

FACILITIES CODES

All construction, remodeling and renovation of facilities to be used for Class I Junior College purposes under the jurisdiction and authority of the Illinois Junior College Board shall, insofar as it is feasible and local conditions permit, be made in conformity with the:

1. National Building Code recommended by the National Board of Fire Underwriters
2. Life Safety Code, NFPA No. 101 of the National Fire Protection Association

Current editions of these codes shall apply.